

Intelligence Process Course -- Evaluation Form

Name →

(Optional)

STATINTL

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- Have a basic knowledge of the intelligence process and the interaction that occurs among its several components: intelligence objectives; requirements; sources of collection; processing, storage, and retrieval of information; analysis; production; and presentation.
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1. Please indicate on the scale below the degree to which the IPC as a whole met its stated objectives:

Slight

Highly Satisfactory

1	2	3	4	5	6	7
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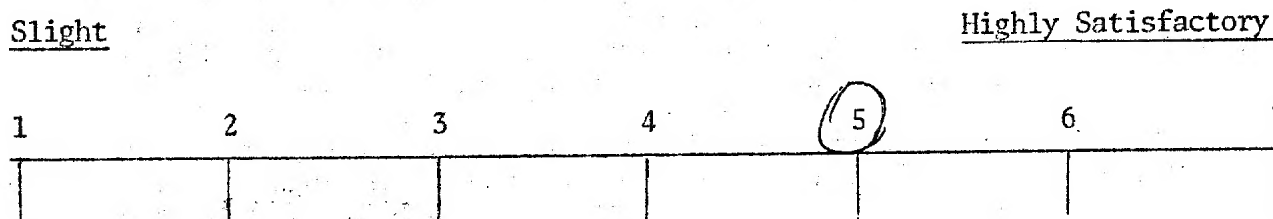
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*It seems to me that each goal has been beautifully met. The course objectives would serve equally well as a course description. Everything was treated in an admirably "mature" manner.*

*Note: Shorter, lunch hours, breaks etc would easily permit this course to be given in four weeks, without losing any substance. (The printing press film could be deleted).*

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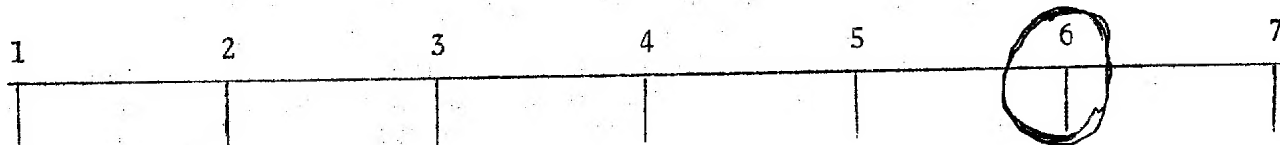
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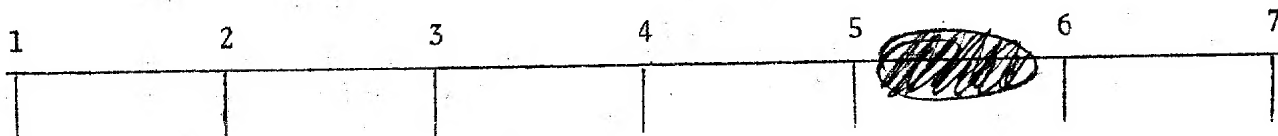
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3. Identify the least effective presentations, visits or exercises and explain why.

4. Please comment on course focus and balance. That is, was proper time devoted to each topic? Were some overdone at the expense of others? Are there any general topics you believe to be pertinent to this class which were not included at all?

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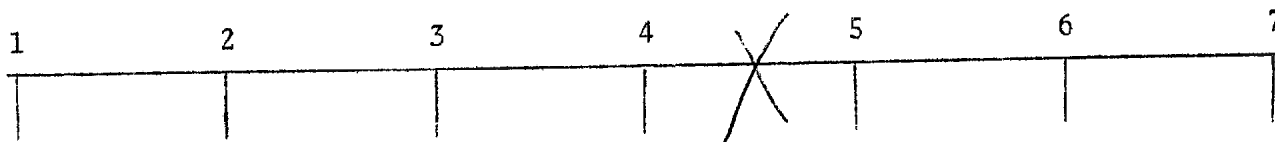
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2.

5. Requirements exercise: learning by doing is fun and effective. A good exercise to help us verbalize the difficulties in tailoring requirements to sources and situations.

6. [ ] An effective speaker, made some good points about ~~xxxxxx~~ "constructive duplication."

7. [ ] personal and persuasive view of the roll of the NIO (ie. [ ] view) and effective use of examples in demonstrating problems and frustrations in providing intelligence to policy makers.

7. Oral Briefings: As painful as the first "televised" briefing was the much more effective presentations given on the Friday was the reward.

3/

3. OSO-ELINT Presentation : Would liked to have more on the analytical process.

4. Movie: "Who Owns the Sea?" marginally effective in raising the international issues surrounding LOS. Was great on environmental issues.

5. [ ] ~~xxxxxx~~ Obviously all were very uncomfortable. I think if he had been able to present his material on a theoretical and abstract he would not have had to become entrapped by his current position.

6. SA - Rather than wiring diagrams a prestation on the ~~tactical~~ use of SIGINT at a theater level, or army level. Besides why couldn't we give equal time to the Naval Security Group on the subject of SIGINT at sea sigint support to the fleet commander

7. DIS: again down with wiring diagrams: Could the navy brief off on the US Ocean surveillance system : sensors and methodologies. The Army: Intelligence support to the Theater Commander either Europe or Korea. Air Force: Intelligence Support to Strategic Air Command.

8. DIA: Could we go to Arlington Hall for an overview briefing of DIA and then meet with area analysts within our various areas of interest.

9. [ ] PEI: While her subject may have been very important, she was not ~~xxxxx~~ effective in getting her message across .

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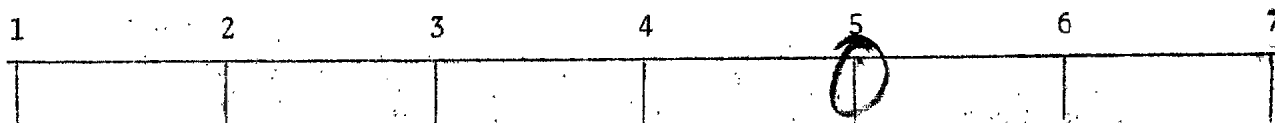
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2. Identify the most effective or valuable presentations, visits or exercises in the course and explain why.

- NSA - organization, capabilities disc - Future capabilities great
- OWI } how they analyze, what info they need
- OSI }
- NPIC/IAS - I like photo interpretation
- OSO - didn't know anything about it before

3. Identify the least effective presentations, visits or exercises and explain why.

DIA - irrelevant organization charts & worthless info  
no examples of how they analyze

NMIC - why not see NMCC as well, didn't show  
how they operate only examples of  
projects under construction

4. Please comment on course focus and balance. That is, was proper time devoted to each topic? Were some overdone at the expense of others? Are there any general topics you believe to be pertinent to this class which were not included at all?

Major deficiency was in the intelligence community -  
policy maker relationship. It would appear the  
top honchos can't tell the difference between  
presenting objective analysis & policy recommendations.

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2. Identify the most effective or valuable presentations, visits or exercises in the course and explain why.

Each and every visit to the ground to be extremely interesting to me. The presentations were well done w/ ~~both~~ interaction of both chiefs & analysts to give broad overview of that particular office's functions. Opinions seemed to be honest and candid in the presentation of problems & achievements.

The role of the Intelligence Community in the area of policy formulation offered a keen insight as to our importance and ability to deal w/ decisionmakers & underlined grave problems in structure, communications etc.

3. Identify the least effective presentations, visits or exercises and explain why.

The least effective presentations were those given by the officers in NSA, DIA & NPIC. Too much emphasis was placed on organizational structure & technical abilities w/ little importance to the actual functioning, problems & successes within these agencies. There was no recognition of the analyst's role nor of inter-agency interaction (except on structural level). In all, I felt the presentations geared to specialists not generalists, overburdened w/ structural aspects, and an unwillingness to deal candidly & honestly as

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The overall objectives of the course were highly achieved by maintaining both proper focus and balance among the 4 principal areas of concern. Within these 4 areas, I felt that too much time was spent at NSA, DIA & NPIC where too much detail was given on one subject to generalists. In contrast, our briefings by OGR, OSR & OER were 2 day briefings which proved highly effective to the group as a whole as well as being more within each class member's sphere of interest.

Concerning general topics, I would have enjoyed a briefing on the Communist threat in the 1950's and the role U.S. will be playing in perceiving threats & protecting world democracy. The Soviet role in world affairs.

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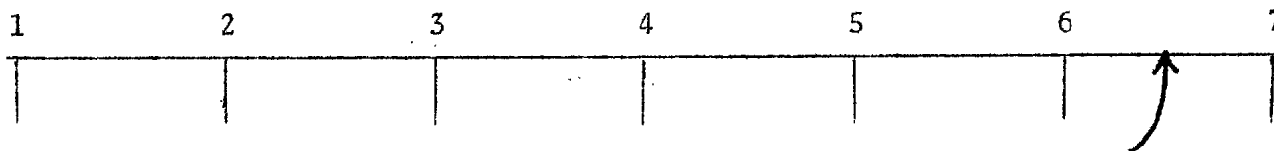
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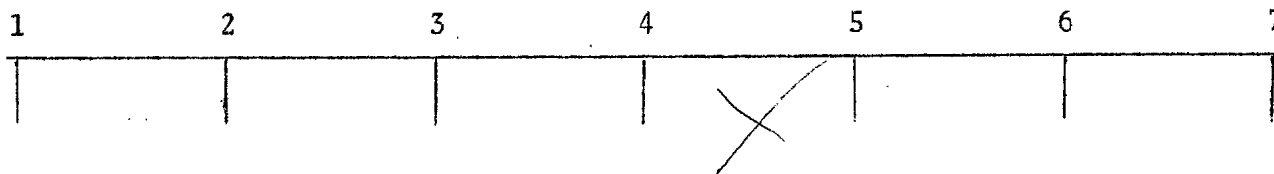
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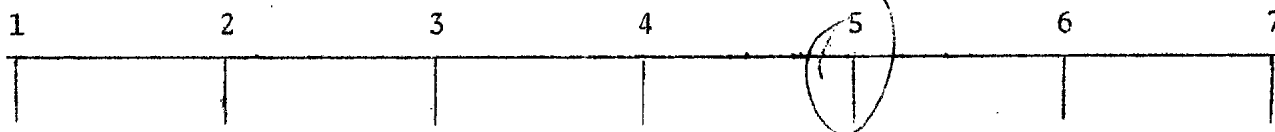
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2. Identify the most effective or valuable presentations, visits or exercises in the course and explain why. I particularly enjoyed the TV presentation exercise on Wednesday, 13 April. The experience of making a talk in front of a camera, combined with the pressure of being rated by your peers on your performance made the exercise very worthwhile.

3. Identify the least effective presentations, visits or exercises and explain why. I don't feel that I wasted my time at any presentation, visit or exercise. Admittedly, some presentations could be improved, but only cosmetically. If I had to identify a presentation most in need of cosmetic repair, the briefing by the two INTCOM (?) Army captains would get the nod. As people are fond of saying, 'you get out of it, what you put into it.' If you were willing to listen, this course was certainly well worth the time.

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You might not believe this, but the only thing I really missed was a "plumbing diagram" showing the structure of the intelligence community in general, and DDI in particular. As much as I enjoyed the first TV presentation, I thought the second presentation required of us two days later was somewhat of an anti-climax.

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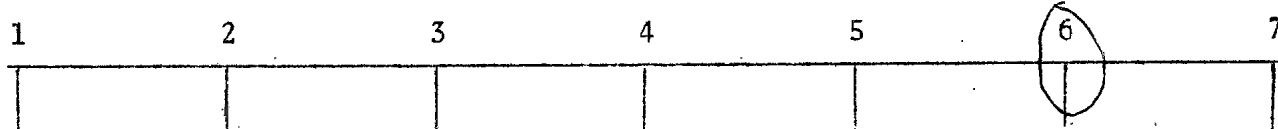
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The IPC undergoes continuous review and modification to achieve maximum utility, and any comments you make -- especially constructive suggestions for improvement -- will be valuable to us in designing the next course. (Use additional paper, if necessary, and do not feel confined to these specific questions; if you wish to discuss any relevant topic, feel free.)

1. Please indicate on the scale below the degree to which the IPC as a whole met its stated objectives:

Slight

Highly Satisfactory



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Intelligence Process Course -- Evaluation Form

Name  (Optional) STATINTL

You will recall there are four principal objectives of the IPC. Now that you have completed the course, you should:

- Have a basic knowledge of the intelligence process and the interaction that occurs among its several components: intelligence objectives; requirements; sources of collection; processing, storage, and retrieval of information; analysis; production; and presentation.
- Understand the contribution of intelligence to decision-making at the executive level and to supporting the executive level in carrying out national policies.
- Be familiar with the scope of intelligence research and the broad range of analytic methods developed within and used by the Agency and other members of the intelligence community to produce finished national intelligence.
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1. Please indicate on the scale below the degree to which the IPC as a whole met its stated objectives:

<u>Slight</u>							<u>Highly Satisfactory</u>
1	2	3	4	5	6	7	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	

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Intelligence Process Course -- Evaluation Form

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Slight

Highly Satisfactory

1	2	3	4	5	6	7

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INTELLIGENCE PROCESS COURSE #3-77

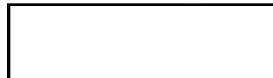
21 March - 22 April 1977

Room 912  
Chamber of Commerce Building

Telephone Number: 2351

Intelligence Institute  
Office of Training

STAFF



25X1A

12 I.PDET  
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### COURSE OBJECTIVES

Upon completion of the Intelligence Process Course, the student will:

- Have a basic knowledge of the intelligence process and the interaction that occurs among its several components: intelligence objectives; requirements; sources of collection; processing, storage, and retrieval of information; analysis; production; and presentation.
- Understand the contribution of intelligence to decision-making at the executive level and to supporting the executive level in carrying out national policies.
- Be familiar with the scope of intelligence research and the broad range of analytic methods developed within and used by the Agency and other members of the Intelligence Community to produce finished national intelligence.
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INTELLIGENCE PROCESS COURSE #3-77  
21 March - 22 April 1977

Monday, 21 March

Room 912, C of C

0845-1000

Course Introduction

25X1A

Intelligence  
Training Branch,  
Office of Training

- Administrative Affairs
- Presentations and Introductions
- Class Members' Profiles and Interest Inventory
- Security Arrangements
- Overview and Requirements

1015-1200

Film: Scientific Intelligence in World War II

*Many of the tenets and practices that underlie intelligence work today were developed in World War II. This film illustrates how finished intelligence, based on and including a meshing of requirements, all-source collection, analysis, and appropriate methods of presentation, affects policy decisions.*

1200-1300

LUNCH

1300-1430

Directed Reading:

-History of the Central Intelligence Agency, Senate Report, pp. 1-107 (to be read as time permits)

-A Guide to the National Intelligence Community's Production Organizations and Their Products

-Perspectives for Intelligence; 1976-1981

-The Director of Central Intelligence, Senate Report

-CIA Production of Finished Intelligence, Senate Report

1430-1600

The Intelligence Cycle

ITB

25X1A

*U.S. positive foreign intelligence is presented as a continuous process involving close interaction between the policy-level user of foreign intelligence and collectors and analysts.*

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Tuesday, 22 March

Room 912, C of C

0845-1000 Directed Reading:

-Communication Between the DDO and  
DDSGT on Human Source Collection

25X1A

1000-1045 Classification and Compartmentation

ITB

*This session will be a brief review of compartmented clearances, what they mean, and when they are applied; it will include a definition of terms and an explanation of restrictions and caveats.*

1100-1200 Film: A Point in Time

*This film traces the development of today's overhead reconnaissance systems.*

1200-1315 LUNCH

1315-1345 Film:

*This is a special film developed to explain a new imagery collection system.*

25X1A

1400-1600 Requirements

*The establishment of collection goals and work priorities for both collectors and analysts is one of most important and frustrating tasks of resource managers. During this session, the formal and informal structures for determining what to collect will be explored.*

Requirements and  
Evaluation Staff,  
Office of the  
Comptroller

25X1A

Center for Policy  
Support

25X1A

Near East Division  
Directorate of  
Operations

25X1A

Requirements and  
Evaluation Staff,  
Office of the Comptroller

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25X1A

Wednesday, 23 March

VISITS TO NATIONAL PHOTOGRAPHIC  
INTERPRETATION CENTER AND OFFICE  
OF IMAGERY ANALYSIS

0815 Bus Departs for NPIC

0900-1230 Overview of Origin and Productivity  
of the NPIC/DDS&T

25X1A

*[redacted] overview will be followed by presentations by selected NPIC units on programs of the NPIC; the work of the imagery analyst/interpreter, collateral support; the interface between the Center and production elements of the Intelligence Community and other consumers; and projections into the near future.*

Deputy Director, NPIC

Imagery Exploitation Group (IEG)  
(Introduction IEG-- Requirements, Mission Flow, Reporting)

IEG  
(Photo-Interpretation Application)

25X1A

25X1A

25X1A

1230-1330 LUNCH

1330-1545 Imagery Analysis Presentations  
and Tours

Executive Officer, OIA

25X1A

*Overview of Office of Imagery Analysis responsibilities and productivity distinctions between the work of NPIC and OIA, programs and products, and analyst-to-analyst discussions.*

1600 Bus Departs for C of C Building

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Thursday, 24 March

Room 912, C of C

0830-0915

Directed Reading:

-Selection Of Clandestine Targets  
in the DDO

25X1A

0930-1015

Videotape: The DDO -- Today and  
Tomorrow

In  overview of  
the DDO, he focuses particularly on  
priority collection targets and  
assesses our performance.

Associate Deputy  
Director  
for Operations -

25X1A

25X1A

1030-1200

Clandestine Collection of Information

*The focus is on the operations  
officer as collector in the intel-  
ligence process. The speaker also  
discusses the importance and means for  
continuing communication between  
operations officers and the analysts  
they serve.*

Center for the Study  
of Intelligence

1200-1300

LUNCH

25X1A

1300-1430



1445-1630

Requirements Exercise

ITB Staff

*Based on a prescribed scenario,  
the students will develop a set of  
national intelligence requirements,  
to determine which intelligence  
collectors should be tasked with  
the selected requirements.*

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Monday, 28 March

NSA Operations Bldg.

# VISIT TO THE NATIONAL SECURITY AGENCY

*This program at Fort Meade orients the class to the broad responsibilities of NSA.*

0745 Bus Departs Headquarters (Main Entrance) for NSA

0845 In-Processing and Program Introductions

0900-1600 Briefings and Tours

*Briefings given at NSA are designed to include NSA/Central Security Service mission and functions, collection and communications security problems, and principles of cryptography. A tour of DEFSMAC (Defense Space and Missile Analysis Center) will be made unless operational activity on the day of the visit precludes such a visit.*

1610 Bus Departs NSA for Headquarters

25X1A

[REDACTED]  
(Introduction)

25X1A

[REDACTED]  
(NSA/CSS Mission, Functions and Organization)

25X1A

[REDACTED]  
(TENNIS)

25X1A

[REDACTED]  
Defense Special Missile and Astronautics Center)

25X1A

[REDACTED]  
(Principles and Applications of Cryptography)

25X1A

[REDACTED]  
(Introduction to [REDACTED] and the Threat)

25X1A

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Tuesday, 29 March

Room 912, C of C

0900-0945

Principles of Good Agency Writing

25X1A

 discusses the importance of clear, concise prose in intelligence reporting and production and outlines the writing requirements of the various Directorates.

  
IIB

25X1A

25X1A

1000-1200

Panel of DDI Editors

*Working-level editors will discuss their role in intelligence production and the special problems that arise in processing intelligence for final dissemination to the consumer.*

1200-1300

LUNCH

25X1A

1300-1630

Short Writing Exercise

*In this first writing exercise, the class will work from a packet of intelligence information reports to produce a short item of finished intelligence using the principles outlined in the morning session.*

Wednesday, 30 March

Room 912, C of C

0900-1615

Writing Exercise

ITB

25X1A

*The class is divided into three groups of approximately equal size. Each group is given copies of one of three items published in either the daily NID cables or the Regional and Political Analysis issuances. Each class member then rewrites, revises, or edits the item he has been given to improve its clarity, organization, and language. In the afternoon, members of each of the three groups discuss the changes they have made in the material and critique the items from the standpoint of intelligence writing.*

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Thursday, 31 March

0900-1200

The Analyst at Work in Scientific Intelligence (OSI)

*A senior intelligence officer describes the nature and scope of scientific intelligence production and its significance to national security decision-making. Sources, tasking, and analytic methodologies are discussed in case study presentations.*

1200-1330

LUNCH

1330-1600

The Analyst at Work in Weapons Intelligence (OWI)

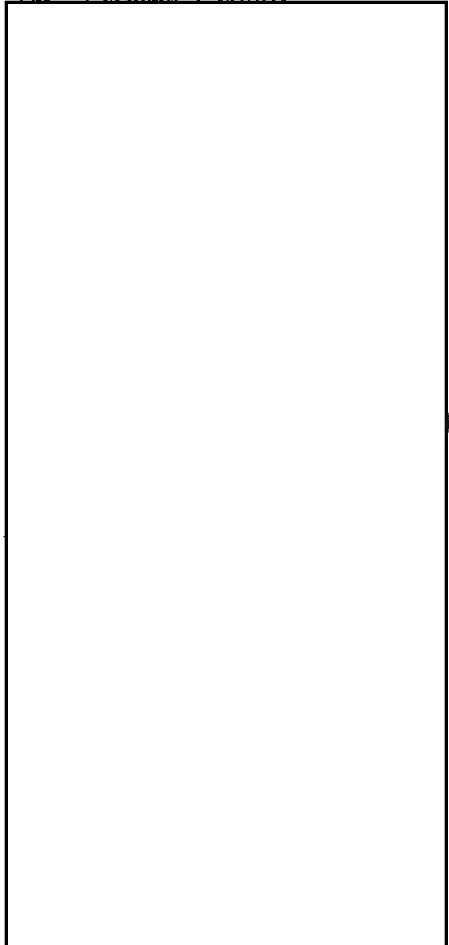
*A discussion of the all-source approach to analysis of foreign missile and space activity; case studies of weapons systems.*

Headquarters

Room 6F25

25X1A

W. Edward Crockett



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Friday, 1 April

Room 912, C of C

0900-1030

ELINT

25X1A

25X1A

                      
Deputy Chief, Signals  
Analysis Division,  
Office of SIGINT  
Operations

                     will explain  
what ELINT is and how it  
operates to collect scientific  
and technical intelligence  
information through the inter-  
cept of foreign electromagnetic  
signals. He will discuss the  
Agency's ELINT program objec-  
tives within the context of  
the overall mission of the  
newly created OSO.

1045-1200

Behavioral Analysis of World  
Leaders

25X1A

                      
Office of Scientific  
Intelligence



25X1A

1300-1400

Film: Who Owns the Seas?

This film portrays the  
many complex, interrelated fac-  
tors that must be taken into  
account in dealing with prob-  
lems that go beyond the bounds  
of traditional disciplines.  
Many of the offices visited  
during the remainder of the  
course are experiencing prob-  
lems reflected in the film  
in trying to handle emergent  
areas of intelligence interest.

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Tuesday, 5 April

Room 912, C of C

0900-1100

Oral Presentation--Basic  
Principles and Concepts

ITB

25X1A

*A lecture and discussion of the principles of briefing and how to prepare briefing outlines. The emphasis is on oral presentation skills and platform manner.*

1100-1300

LUNCH AND TRAVEL TO HEADQUARTERS

1300-1430

Use of Graphics in Intelligence  
Production

Room 1E78, Headquarters

25X1A

Chief, Visual Information  
and Design Branch,  
Office of Geographic  
and Cartographic  
Research/DDI

25X1A

*[ ] discusses the growing importance and use of graphics in intelligence production and offers a quick look at some future developments.*

1445-1630

Visit to OGCR's Cartography  
Division

Room GH08

*The class will tour the Division where maps, charts, and briefing materials are produced for all of the DDI and DDS&T. They will also see the Agency's unique computer-driven map-making machine.*

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Wednesday, 6 April

1E74, Headquarters

VISIT TO THE OFFICE OF CENTRAL REFERENCE

0900-0930

OCR Overview

[Redacted]

25X1A

Deputy Director, OCR

0930-1015

SAFE

1015-1030

BREAK

1030-1045

Biographic Program

1045-1100

AEGIS

1100-1200

ISG Division Briefings  
Analyst Consultations

Class will be divided according to area of interest

1200-1330

Lunch

1330-1415

Pictorial Services Branch  
Bio Film

1415-1430

Document Services Branch

1430-1445

Break

1445-1500

Acquisitions Program

GROUP A

GROUP B

1500-1530

Terminal Access Point - 1H1114

Library Tour - 1E41

1530-1600

Library Tour - 1E41

Terminal Access Pt. 1H1114

Library to stress New York Times Information Bank,  
MEDLINE, Automation, etc.

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Thursday, 7 April

0900-1200

The Analyst at Work in Strategic  
Research (OSR)

Headquarters  
Room 3G02

25X1A

*An overview of the intelligence production activity of the Office of Strategic Research is followed by discussions of specific analytical programs in support of current intelligence needs for OCI, the National Intelligence Officers, and others; case studies of selected research and reporting are discussed as to content and methodologies employed.*

1200-1330

LUNCH

1330-1630

The Analyst at Work in Economic  
Research (OER)

*The overall responsibilities and productivity of the Office of Economic Research, several economic case studies illustrate the type of finished intelligence production in OER and the research strategies employed.*

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Friday, 8 April

VISIT TO DEFENSE INTELLIGENCE SCHOOL

0815	Bus Departs for DIS
0900-0910	Welcome by the Commandant, DIS
0910-1015	Missions and Functions of the Defense Intelligence Agency
1020-1130	Defense Attache Briefing
1130-1230	LUNCH
1230-1300	Missions and Functions of Army Intelligence
1300-1330	Missions and Functions of Navy Intelligence
1340-1410	Missions and Functions of Air Force Intelligence
1410-1440	Missions and Functions of Marine Corps G-2
1450-1530	DIA Support to MBFR
1530-1600	Closing Remarks
1610	Bus Departs for C of C Building

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25X1A

Monday, 11 April

Room 1A07, Headquarters

0900-1200

The Analyst at Work in Political Research (ORPA)

25X1A

*Short-term analysis and long-range research are combined in this recently formed office. Attention is also given to multidisciplinary studies, and to the application of new methodologies. Following an overview by [ ] analysts will discuss specific projects and analytical processes.*

1200-1330

LUNCH

1330-1430

Presenting the Product (PPG)

25X1A

*Our consumer's receptivity to Agency analysis depends to a considerable measure upon how the product is presented. [ ] will discuss ways in which his Group deals with the problems of style and format. He will offer insight into the potential for new methods for presenting intelligence to the consumers.*

1445-1615

Center for Policy Support (CPS)

*This newly established center in the Office of the DDI seeks to define intelligence needs in support of policy interests. It is intended to serve as a contact point between the intelligence producers and the policy makers.*

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Tuesday, 12 April

Headquarters

0900-1200

Communicating Information  
and Intelligence

Room 1A07

25X1A

*The maintenance of communica-  
tions between the field and Head-  
quarters--between collectors and  
analysts--is a vital and complex  
part of the intelligence process.  
The role of the Office of  
Communications will be demonstra-  
ted through presentations and a  
tour of OC facilities.*

Chief, Staff Operations  
Division

1200-1330

LUNCH

1330-1430

Film: Admiral Turner's Address to  
the Agency

Room 1E73

1500-1630

The Agency Sneaker Program

Auditorium

25X1A

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Thursday, 14 April

Headquarters

Room 1A13

0900-1030

The National Intelligence Officer

*Two NIOs will discuss their responsibilities and activities as senior substantive intelligence officers.*




25X1A

1045-1200

Intelligence for the President (CRG)

25X1A

 discusses the preparation and presentation of intelligence to the President on a daily basis.

Executive Officer, Current Reporting Group

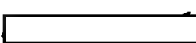
1200-1330

LUNCH

1330-1430

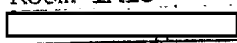
Congress as Intelligence Consumer

25X1A

 discusses Congressional use of finished intelligence and the evolving Congressional view of the importance of sound intelligence.

Room 1A13

25X1A

  
Congressional Briefing Officer, DDI

1430-1630

Individual research and preparation for second briefing.

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Monday, 18 April

Room 912, C of C

0900-1030 Intelligence Production as Seen  
from Congress

Anne Karalekas  
Staff Member, Senate  
Select Committee

*A Congressional Staffer will  
discuss how a Congressman views  
and uses positive foreign  
intelligence.*

1045-1215 FILM: Idi Amin Daddah

1215-1330 LUNCH

1300-1430 The Operations Center

[Redacted]  
Class Member

25X1A

1445-1615 Assessment of the Intelligence  
Process

[Redacted]  
Executive Assistant to  
the Director, Office  
of Performance Evaluation  
and Improvement, IC  
Staff

25X1A

*Judging the quality and  
relevance of intelligence is a  
vital aspect of the intelligence  
process. This assessment of per-  
formance now concerns itself with  
the entire process, from definition  
of requirements, through collection,  
analysis, and production, to impact  
on national policy.*

Room 912, C of C

0900-1015

Strategic Warning Staff

[redacted] USA  
Deputy Director, SWS

*This interagency staff is responsible for monitoring possible major threats to the national security of the US. The staff concentrates its attention on military events.*

1030-

State as an Intelligence Consumer

Jack Sontag  
Bureau of Intelligence  
and Research,  
Department of State

The State Department's relation to national intelligence and how this in turn relates to departmental policy support will be discussed from the point of view of an analyst in the Bureau of Intelligence and Research.

Bus departs for Pentagon

1200-1315

LUNCH

1330-1530

Tour of the National Military  
Intelligence Center

## Program Coordinator

25X1A

The NMIC is DIA's 24-hour current intelligence support operation. It provides major intelligence support to the National Military Command Center.

(AIRES System) [redacted] USA  
(National Military Intelligence Center)

25X1A

25X1A

1540

Bus Departs Pentagon for  
C of C Building.

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Thursday, 21 April--Revised

Room 912, C of C

0900-1200 "Our Assessment Is..." Reports

Staff

*Each team makes its presentation, followed by general discussion.*

1200-1330 LUNCH

25X1A

1330-1500 Intelligence: The Consumer and Policy  
Implications

Assistant NIO for  
Western Europe

*The speaker will use his experience in CIA and as a national intelligence officer to discuss the use of intelligence by policy and decision makers. He will discuss some of the realities of the relationship between intelligence and policy.*

1515-1615 Course Evaluations

Staff

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Friday, 22 April

Room 912, C of C

0900-1045

Course Summary, Evaluations, and  
Closing Administrative Matters

Staff

1100-1200

The Directorate of Intelligence

Sayre Stevens  
Deputy Director for  
Intelligence

*Dr. Stevens will provide  
some perspective on the issues  
and problems which currently con-  
front the Directorate of  
Intelligence.*

1215-1330

DUTCH TREAT LUNCH



25X1A

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CO. CONFIDENTIAL

Intelligence Process Course -- Evaluation Form

Name \_\_\_\_\_ (Optional)

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- Have a basic knowledge of the intelligence process and the interaction that occurs among its several components: intelligence objectives; requirements; sources of collection; processing, storage, and retrieval of information; analysis; production; and presentation.
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The IPC undergoes continuous review and modification to achieve maximum utility, and any comments you make -- especially constructive suggestions for improvement -- will be valuable to us in designing the next course. (Use additional paper, if necessary, and do not feel confined to these specific questions; if you wish to discuss any relevant topic, feel free.)

1. Please indicate on the scale below the degree to which the IPC as a whole met its stated objectives:

Slight

Highly Satisfactory

1	2	3	4	5	6	7

2. Identify the most effective or valuable presentations, visits or exercises in the course and explain why.

3. Identify the least effective presentations, visits or exercises and explain why.

4. Please comment on course focus and balance. That is, was proper time devoted to each topic? Were some overdone at the expense of others? Are there any general topics you believe to be pertinent to this class which were not included at all?

**END-OF-COURSE DATA**DATE OF REPORT 11 May 1977COURSE: Intelligence Process Course No. 3-77

(TITLE &amp; NUMBER)

RUNNINGS PER YEAR: 4**STUDENT ENROLLMENT**

ENROLLMENT CAPACITY	BEGINNING ENROLLMENT	UTILIZATION* (PER CENT)	NO. COMPLETING COURSE
20	19	95%	19

**CLASS COMPOSITION**

ORGANIZATION	DD/A	DD/I	DD/O	DD/ S & T	DCI	OTHER					TOTAL
NO. OF STUDENTS	14	1	1	3							19

	GRADE	YRS IN AGC'Y	TIME IN JOB	AGE
RANGE	GS7-12	1-9		25-45
AVERAGE	9.6	2.5	.	30

\*BEGINNING ENROLLMENT

---

 = UTILIZATION  
 ENROLLMENT CAPACITY